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Financial Report

OF THE

TOWN OF CROYDON,

FOR THE

YEAR ENDING MARCH, 1858.

REPORT OF THE OVERSEER OF THE POOR OF
THE TOWN OF CROYDON, FOR THE YEAR
ENDING MARCH, 1858.

Paid as follows: —

D. Harding, support of L. Harding,	\$ 40 00
J. Crooker, support of Ellen Kennison,	36 00
S Silsby, support of J. Hyde & wife,	36 00
O. Cooper, support E. Powers, including clothing,	117 00
O. Cooper, support of Abigail Chase,	49 00
J. Ide, support of Abigail Chase,	83
B. Barton, support of Eugene & Mary Kennison,	80 00
B. Barton, clothing for Eugene & Mary Kennison,	14 23
B. Barton, nursing E. & M. Kennison while sick,	6 00
Vanburen Carroll, for support of W. S. Carroll,	8 00
H. Cooper, for Coffin for T. Winter,	5 50
N. L. Shedd, support of T. Winter & wife,	99 01
Lucy Kelsey, support of L. Emerson,	52 00
S. Kempton, support of L. Freeman,	40 00
N. Nelson, support of G. G. Carroll,	5 00
Ruel Durkee, support of B. Barton,	25 49
R. Durkee, support of Mrs. Johnson and child,	1 50

NEW HAMPSHIRE
STATE LIBRARY

R. Durkee, support of I. Spooner's family,	5 53
R. Durkee, use of cow for Amos Rawson,	12 00
S. Powers, support of S. Brown,	28 00
S. Powers, support of Mrs. Johnson and child,	13 50
Barton & Adams, 13½ y'ds print for Abigail Chase,	1 69
B. & A. 2½ y'ds check for A. Chase,	42
B. & A. 2 y'ds sheeting and thread for A. Chase,	24
B. & A. for 1 pr. shoes for A. Chase,	1 13
B. & A. for cloth for robe for T. Winter,	1 15
Ruel Durkee, support of A. Chase,	2 00
W. Barton, 1 visit for L. Chase,	50
do 1 visit for T. Winter,	1 00
do 2 visits B. Barton's wife,	1 50
do 1 visit A. Chase,	50
do 6 visits Mary Kennison,	4 50
do 10 visits Stephen Brown,	5 00
do 1 visit L. Harding,	50
do for medical services for D. Harding,	12 00
	<hr/> 706 72

Received, as follows:—

Town of Hanover, support of S. Brown,	33 00
Town Hillsboro', support Mrs. Johnson & child,	15 00
Town of Grafton, support of I. Spooner's family,	5 53
	<hr/> 53 53
	<hr/> \$ 653 19

All of which is respectfully submitted,

RUEL DURKEE, *Overseer of the Poor.*

REPORT OF THE SELECTMEN OF THE TOWN OF CROYDON, FOR THE YEAR ENDING MARCH, 1858.

DISBURSEMENTS.

Outstanding Debts prior to April 1st, 1857.

Paid, as follows:—

J. G. Putnam, on note,	118 00
W. Barton, support of Teachers Institute, 1855,	12 55
W. Barton, support of Teachers Institute, 1856,	14 46
S. Kempton, support of L. Freeman, 1856,	2 00
N. L. Shedd, support of T. Winter & wife, 1856,	4 00
V. Carroll, support of H. Elliot, 1856,	12 50
Town of Springfield, support Mrs. Steward, 1855,	20 00
G. Stockwell, repairing road, 1856,	5 00
Amasa Hall, interest on note,	21 00
E. P. Stickney, plank & timber for bridges, 1856,	4 40

N. L. Shedd, on Note,	82 00	
	<hr/>	295 91
State Tax,	158 90	
County Tax,	280 25	
	<hr/>	439 15

Paid, for the support of Schools, as follows :—

District No. 1. Moses Walker,	82 99	
2. W. P. Partridge,	182 65	
3. Nathan Hall,	128 26	
4. Daniel Rider,	54 54	
5. M. C. Bartlett,	52 88	
6. W. Stockwell,	45 29	
7. Alfred Ward,	15 76	
9. B. C. Whipple,	9 30	
10. Elias Powers,	8 55	
S. B. Rowell,	3 07	
	<hr/>	583 29
Overseer of Poor for support of Paupers,		653 19

Expenses of New Road from G. Humphrey's to E. H. Brown's.

Paid, as follows :—

D. Humphrey, land damage,	100 00	
D. Humphrey, 2 days work,	2 00	
John Clark, plank,	7 42	
E. H. Brown, land damage,	50 00	
E. H. Brown, work on road,	7 00	
A. Stockwell, making road,	55 00	
C. K. Fletcher, work on road & timber for bridge,	42 00	
W. W. Hall, making road,	105 00	
George Humphrey, land damage,	15 00	
Ingalls E. Heath, work on road,	3 00	
M. C. Bartlett, E. Jacobs & J. Crosby, making road,	60 00	
M. C. Bartlett, work on bridge,	75	
Orren Perry, land damage and work on road,	8 25	
R. Durkee, work on road,	44 58	
	<hr/>	500 00

Expense of Road around Long Pond Hill.

Paid, as follows :—

Elias Powers, work on road,	31 30	
C. Patten, land damage & work on road,	107 50	
E. Partridge, land damage & making road,	60 00	
W. P. Partridge, work on road,	11 25	
Almon Noyes, work on road,	8 00	
Barton & Adams, 6 lbs. powder,	1 20	
Barton & Adams, 11 yds. fuse,	33	
	<hr/>	219 58

R. Cooper, opening 1 grave,	1 25	
H. Kempton, opening 2 graves,	2 50	
M. Putnam, opening 2 graves,	2 50	
E. Mitchell, opening 3 graves,	4 50	
J. Cooper, tolling bell,	2 75	
	<hr/>	13 50
W. Barton, support Teachers Institute, 1857,	9 08	
W. C. Allen, enrolling and returning soldiers,	2 50	
N. Hall, enrolling and returning soldiers,	2 50	
Barton & Adams, 19 lbs. nails for bridges,	95	
R. Durkee, stationery, blanks and postage,	2 00	
	<hr/>	17 03
D. D. Marsh, plank and timber for bridges,	4 58	
G. Stockwell, repairing road from P. Jacobs, to Cornish line,	33 89	
G. Stockwell, repairing road from P. Barton's saw mill, to W. W. Hall's house,	46 59	
G. Stockwell, repairing road,	50	
C. Patten, stringers and plank for bridges,	23 09	
T. G. Powers, plank and stringers for bridges,	4 50	
T. G. Powers, use of drills,	50	
R. Durkee, 285 feet plank,	2 85	
A. G. Barton, repairing roads,	3 00	
D. B. Putnam, 140 feet plank,	1 40	
H. Rowell, rep. road from J. Ferry's to H. Clark's,	27 00	
H. Rowell, repairing road near Wells Davis place,	3 00	
B. C. Whipple, plank,	1 00	
A. Cutting, 257 feet plank,	2 57	
J. Ferry, 1100 feet plank,	11 00	
M. Barton, sawing plank,	2 60	
P. Hall, 595 feet plank,	5 95	
P. Hall, repairing road,	2 00	
W. Stockwell, repairing bridge near C. Barton's,	10 00	
J. C. Loverin, 170 feet plank,	1 70	
W. Otis, 300 feet plank,	3 00	
L. Dow, repairing bridge,	7 05	
L. Dow, repairing road,	1 50	
P. Barton, 25 feet plank,	25	
Elias Powers, surveying road,	4 00	
	<hr/>	203 52

Abatement of Taxes.

Otis A. Winter,	1851 and interest,	2 20
Rodman B. Carroll,	1855	1 00
Heman Jacobs,	1855	1 25
John B. Libbey,	1855	4 84
Harvey Whipple,	1855	9 94
Charles Langley,	1855	1 97

Orson Makepeace,	1855	1 97
Estate of Lewis W. Morrill,	1855	82
Interest taxes assessed,	1855	2 60
Rodman B. Carroll,	1856	1 89
Ephraim Nelson,	1856	1 21
Ira Spooner,	1856	1 86
John Russell,	1856	1 83
Jonathan Russell,	1856	1 79
Elihu C. Marvin,	1856	17 26
Interest,		1 60
Nathaniel E. Bears,	1857	2 65
Amos Hastings,	1857	2 44
Abial Lane,	1857	2 44
Ephraim Nelson,	1857	2 96
Madison Harding,	1857	2 44
Jonathan Russell,	1857	2 44
Peter Barton, poll tax,	1857	2 44
James Pollard,	1857	3 73
Reuben Kidder,	1857	2 54
Royal Booth,	1857	47
Nathan P. Downs,	1856	92
		<hr/>
		79 50
Ruel Durkee, services as Selectman,		20 00
M. C. Bartlett, services as Selectman,		20 00
W. P. Partridge, services as Selectman,		20 00
R. Durkee, journey to Hanover, and expenses in the Stephen Brown matter,		5 00
R. Durkee, services as Overseer of poor,		10 00
D. D. Marsh, services as Collector of taxes,		10 00
R. Stinson, services as Sup. School Comm.		15 00
N. Hall, services as Town Clerk,		10 50
		<hr/>
		110 50
		<hr/>
		3115 17

The Selectmen have credited the Town :—

List of taxes assessed and delivered to Collector,	2869 73
Literary Fund,	68 10
Interest on school notes,	61 88
W. Barton, Liquor Agent,	108 71
Last year's Selectmen,	17 78
D. R. Hall, cash reported paid to P. Barton, in 1855, and not paid,	5 73
	<hr/>
	3131 93
Total amount paid out,	3115 17
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Leaving in the hands of Treasurer,	16 76

The town owe a note to Amasa Hall,	350 00
The town owe a note to J. G. Putnam,	200 00
The town owe a note to N. L. Shedd,	162 00
	———— 712 00

The Selectmen know of no other claim or pretended claim against the Town. All of which is respectfully submitted.

RUEL DURKEE,
MARTIN C. BARTLETT,
WELCOME P. PARTRIDGE, } *Selectmen
of
Croydon.*

REPORT

OF THE SUPERINTENDING SCHOOL COMMITTEE.

In accordance with a healthy custom and in compliance with the requirements of law, your Superintending School Committee would now respectfully submit his Annual Report.

TABLE OF STATISTICS.

No. of District.	Terms. — 1 representing the summer and 2 the winter.	Names of Teachers.	Length of School in weeks.	Whole number of Scholars.	Average number.	Instances of tardiness.	Instances of dismissal.	Number of visits of citizens.	Wages of Teacher per month.
1	1	Miss Orrel Dunbar,	8	27					12 33
	2	Mr. A. A. Powers,	10	39	35	45		26	22 00
2	1	Miss Harriet C. Crooker,	9	41	32	23	5	2	16 00
	2	Miss Mary P. Cooper,	11 1-2	36	34	69	16	17	14 00
	2	Mr. R. Stinson,	11 1-3	26	21	69	37	15	30 00
3	1	Miss Virginia S. Marsh,	9	22	20	210		25	13 00
	2	Mr. William W. Darling,	12	43	37	127	13	34	27 50
4	2	Mr. Horace F. Goss,							
5	1	Miss Myra Powers,	10	25	22	53	7	12	12 00
	2	Miss Myra Powers,	9 1-2	30	27	52		4	12 00
6	2	Mr. Alonzo Allen,	11	10	6 1-2	34	10	12	20 00

Summer Schools.

The Summer Schools, we are sorry to say, were not taken as a whole so profitable as could be wished, owing in part to the inexperience of some of the teachers, or their not loving the employment of teaching, and, therefore not taking sufficient interest in the progress of their pupils. In District No. 5, however, there was a very good school. The teacher succeeded in maintaining excellent order and awakening in the scholars a due degree of interest in their studies. At the examination they were wide awake, prompt and correct in their recitations, evincing fully that the term had been profitably spent.

DISTRICT No. 3.—The teacher was well qualified as to her literary attainments, and the scholars under her care made a tolerable degree of proficiency, some of them doing remarkably well. But owing in part to the inexperience of the teacher, this being her first term, there was not that *marked* progress we sometimes see in a school. It seemed to me that the desire to be amiable and pleasing to the scholars might have betrayed the teacher into a degree of laxity in discipline unfavorable to the highest prosperity of the school. Still she did well; and with her good literary qualifications and additional experience, we feel confident that she could do better next time.

DISTRICT No. 1.—The teacher seemed to take a commendable interest in her school and labored hard, but with moderate success. A part of the school appeared to like the teacher and made good proficiency in their studies; but, on the whole there was not the improvement that could be desired. We do not think the blame rests entirely with the teacher, but we are inclined to believe that some of the parents were somewhat in fault in not co-operating with the teacher in maintaining good discipline in the school.

DISTRICT No. 2.—The school was visited near its commencement by your Committee, and, as I then thought, bid fair to be pleasant and profitable. The teacher was active and apparently at home in her school, and the scholars were orderly, and interested in their studies. I again visited the school near its close, and the order which was observed at the commencement was fully maintained, and it was evident that some progress was made. But the school on the whole, I must be frank in saying, did not meet my expectations. The teacher failed in gaining that respect and good will of the scholars which are always essential to a first rate school.

Winter Schools.

The Winter Schools, I believe, have without an exception been highly successful, so far as it becomes me to speak. The Prudential Committees evidently made very judicious selections of teachers.

DISTRICT No. 1.—The teacher had a peculiar faculty of winning the good will and obedience of his pupils, and of conducting them pleasantly and profitably through the term. At the examination the school appeared well, and it was evident that a goodly degree of progress had been made. The scholars were more ready and correct in their answers than could have been reasonably expected under the circumstances. It was a bleak, windy day, and the freezing currents of air were streaming in all directions through the open, shattered and uncouth apology of a school-house, causing all of our feet and fingers to ache and our bodies to shiver with cold, notwithstanding all the fire we could raise. How the scholars could fix their attention on their recitations so well as they did, or think of any thing but a milder climate or warmer apartments, was truly wonderful.

DISTRICT No. 2.—The *primary department* was conducted with all the skill and success of a well educated and experienced teacher. The discipline of the school was admirable. All the scholars knew their places and performed their duties with cheerfulness and alacrity. The teacher labored faithfully and energetically, more so perhaps than her health would warrant, and the result was a perfect triumph on the part of both teacher and scholar. All the classes gave evidence of having made very good improvement.

"Principal Department.—The teacher was active and practical in his methods of instruction. Recitations in Reading and Spelling were admirably performed. The exercises in Arithmetic, Grammar, Geography and Algebra were executed in a manner that reflected great credit on both teacher and scholars. The most intricate questions in Arithmetic were executed and explained upon the black-board with promptness and dispatch. The appearance of the school was happy and praiseworthy."

[L. P. C., Visitor.]

In **DISTRICT No. 3**, there was also a good school. The teacher was active and enthusiastic in the performance of his duties, as one who loves his vocation and is determined on success. Though some of the best scholars were absent at the examination on account of sickness, the school appeared to good advantage and showed plainly that the term had been well improved. Exercises in Reading, Spelling and Geography in particular were laudably performed.

DISTRICT No. 5.—The same teacher was employed as in the Summer, and the school opened under very auspicious circumstances. Teacher and scholars perfectly understood each other, organization was effected at once and there seemed to be every element of a good school. During the term, I was informed by the Commissioner and others that the school was in successful operation and doing finely. Owing to the sickness of the teacher the school closed before the time for the examination, and hence your committee can make no further report than simply to say, that if the health of the teacher had continued, the examination would, without doubt, have been highly satisfactory.

In **DISTRICT No. 6**, a well qualified and excellent young man was employed as teacher. And although this was his first attempt, he evinced all the dignity, ease and efficiency of an experienced teacher. And what is very difficult in so small a school, the interest of the scholars was kept up through the whole term, and the improvement was certainly not more manifest in any school in town. The scholars in this district as well as in district No. 5, are, with but few exceptions, bright and active, and free from many of those habits which prove detrimental to our village schools.

In **DISTRICT No. 4**, there has been an excellent school. This is the third term the same teacher has taught in this district, and the superior condition of the school demon-

strates the propriety and advantage of retaining the services of a faithful and efficient teacher for a succession of terms. The instructions of the teacher were eminently interesting, thorough and practical, especially in Reading, Spelling and Arithmetic; and order was secured with apparently as much ease as Neptune is said to calm with a motion of his trident the troubled waters of his aqueous domains. The district may well be proud of the success of its school.

It is truly gratifying to be enabled to report so many good schools. The people of the town will be pleased to learn that the money they have raised for schools the past year—more we think than they have ever done before—has been, as a general thing, judiciously and profitably expended. The terms of the winter schools have all been of a fair length, averaging from 10 to 12 weeks, and the beneficial effects have been already felt. A term of 12 weeks is more profitable accordingly than one of 8; for, in a short school no sooner are the scholars fairly interested in their studies and in the way of making systematic and rapid progress, than the school closes, giving them but small time to review and fix in the mind what little they have passed over. And we sincerely hope, that for the reputation of the town and a regard for its educational interests, as much as the law requires, if not more, will continue to be raised for the support of our public schools. Considered in a pecuniary point of view, a liberal appropriation for the support of schools is real economy. Our children and youth will be educated in some way, and we must pay for it. And it will be found much cheaper to pay in the form of a school tax for educating them intellectually and morally in our schools, than to permit them to be educated in idleness and vice by running wild, as it were, in our streets, stores and taverns, and then have to pay for it in the form of a tax to support paupers, prisons and jails. But, in a moral point of view, we have still higher inducements to pay freely for educational purposes. The good of the rising generation and the future honor and prosperity of the town and country demand it; for, education forms the very basis of our civil and religious liberty, and all that is ennobling and desirable in a nation or individuals.

But not only should we give our schools a liberal support, but they should be well looked after and cared for, not only by the committees appointed for that purpose, but by parents and guardians. No farmer would employ another to take charge of his stock even, without looking to him often and seeing for himself that his duties are faithfully performed. Much less should he trust the infinitely higher responsibility of educating his children to the teacher, without going and ascertaining for himself that the teacher is faithful to the charge committed to him. Every parent should visit the school which his children attend, at least once or twice every term. It would have a good effect on the teacher—it would stimulate and encourage the scholar and exert a very salutary influence on the prosperity of the school.

For several years your committees have been endeavoring to direct the attention of some of the districts to the propriety, and necessity even, of either building new school-houses, or remodeling the old ones, but, it seems, with no sort of success as yet; and perhaps all that your present committee can say on this subject will only pass "as the idle wind." But as an act of simple justice to my own feelings, and the cause of civilization and refinement, I would beg leave to state, that there are, at least, three insufferably poor school-houses in town, scarcely fit for a shelter to your domestic animals. I refer to those in Districts No. 6, 1 and 2. The first two in particular are a disgrace to the districts and the town, and in shocking contrast with the progressive spirit of the age. It is cruel to compel children to sit six hours a day in such houses. While nearly all the rest of the world is advancing, is it a palpable fact that we are sinking into barbarism? The school-house in East Croydon, (No. 2,) is but little better. It is entirely behind the times and ill adapted in almost every respect to the purposes for which a school-house is needed. When will those who have children to educate take the control of the district into their own hands, giving others to understand that they have trifled with their interests long enough, and therefore set themselves about the necessary improvements.

There is a deficiency of text-books in all the schools, which should be supplied at once by the parents. It is true your committee have the power to furnish every scholar with suitable books at the expense of the parents or the town, but they are reluctant to do so, as it would be so much more agreeable and better every way for the parents to do it of their own free will. Every scholar should be furnished with a Reading Book, Spelling Book and Dictionary, as soon as they are old enough to use them, and also with a text book of every other study they pursue. One scholar should never depend on another for a book in which to read or study. A great deal of inconvenience and confusion is produced by two or more scholars using the same books, to say nothing of the fact that it greatly retards their progress. Nothing certainly is more necessary to instruct the pupil in the meaning and use of words in our language and ensure his success in learning than the Dictionary; but copies of this invaluable book are exceedingly rare in our schools. It is time the deficiency was supplied.

More attention has been given in the schools the past year to Reading, Spelling and Writing, these fundamental branches; and the result speaks well for the cause of a thorough and practical education. These branches have been too much neglected, and it is highly desirable that a steady improvement be made in this direction.

ROBERT STINSON.